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ABSTRACT

A general outline is provided for the work experience program at Mayville (Wisconsin) High School that is open to seniors entering through the vocational, business, or special education programs. An introduction provides an overview of the program, including course of study, grading system, and contract. Other contents include goals of the program, objectives for students participating in the work experience program, duties of the coordinator, responsibilities of employers participating in the work experience program, absence and tardy policy, and general outline for classroom instruction part of the program by month. Following this general outline are specifics for the classroom teaching part of the work experience program. For each month, these components are detailed: topics, outline of content and other necessary information, and suggestions for supplemental material. These topics are covered during the 9 months: basic rules of work experience and the job; why work?; on the job communication; the paycheck; is this job for me?; "catch-up"; special problems; drugs and alcohol on and off the job; college?; vo-tech?; stay on the job?; resumes; applications; interviews; taxes; banking; labor unions; failure to get work; getting and keeping a job; fringe benefits; honor employers and analyze the year; and public relations. Other contents include supervisor's checklist of student performance and sample letters concerning absences or tardiness from the work experience position. (YLB)

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WELCOME !

The work experience program at Mayville High School is open to seniors who are capable of handling the program with its rules and responsibilites. Entrance to the program is through the vocational, business or special education programs.

The program will be supervised by a coordinator with the vocational, business and special education teachers interviewing. Places of employment are located by students, vocational teachers and the coordinator.

Classes will be held one period per week for all students enrolled in the work experience program. Time and day of the week will be determined by the high school principal.

Special education students will be part of an additional structured job training program. There is justification for more hours of class time for special education students. We are programming the work experience program for success. Mental and emotional problems can cause problems of learning and not being able to cope on the job. Many misconceptions can be formed and the student who is unable to deal with disappointments and failures on the job will need extra help and training to meet with success more often than failure in the program. Communication skills, very often a large problem, will get extra attention in the classes.

A basic course of study will be followed during these classes with time for discussion about job-related problems as they come up. A diary or notebook will be kept by each work-experience participant, with material and notes entered from the class periods. Class attendance will be included in the work attendance totals.

The grading system for the work experience program will be pass / fail, based on the attendance policy outlined with the program.

A contract will be drawn up with the student signing that he / she has read and understands the rules and privileges associated with the work experience program at Mayville High School.

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Goals of the Work Experience Program are:

1. To program for success in the work world.
2. To provide meaningful instruction to succeed at working.
3. To have the student follow the same procedures and rules as a regular employee at the place of business.
4. To provide both job shadowing and positions of pay as methods of learning about work.
5. To provide periodic classroom instruction to enhance the "hands on" part of the program.
6. To make available the opportunity to learn about a business in a "hands on" manner.
7. To challenge a student with the responsibilities and rewards of actually being at a place of business.
8. To provide a valid learning alternative to being in the classroom.
9. To project a positive image of the school to the community.

Objectives for students participating in Mayville High School's Work Experience Program are:

1. To learn, through "hands on", about one or more places of business.
2. To follow rules and regulations at a place of business.
3. To receive classroom instruction to enhance "hands on" program.
4. To follow rules of Mayville High School in coming and going to the work experience.
5. To be able to make decisions about whether the job experience is the right job for you.
6. To be able to make decisions as to whether to further one's education or enter the job market after high school.
7. To be able to learn from the job.
8. To be able to take constructive criticism concerning the job.
9. To be able to follow the absence / tardy rule while participating in the work experience program.
10. To be accountable by keeping a diary, notebook, or file that can be used in grading and evaluation.
11. To be able to pass regular classes without probation.

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Duties of Coordinator of the Work Experience Program are:

1. To be the laison between the student and the business and between the teacher whose work experience the student belongs to, and the student and business.

2. To keep student, business, and teacher of work experience student informed as to progress or lack of progress at the place of business.

3. To inform all three parties, here-to-fore mentioned, as to the rules and responsibilities when participating in the work experience program.

4. To teach a class, a supplement to the work experience program and the job training program of special education.

5. To periodically observe the student at the places of business.

6. To periodically consult with any / all parties involved in the work experience program.

7. To report to the high school principal, regularly, as to how the work experience program is progressing.

8. To monitor absences and tardies of the students at the places of work and issue warnings and / or release if infractions of the absence / tardy policy.

9. To communicate with the business people and to be aware as to what they expect of their "employees".

10. To locate job positions for potential work for potential work experience students.

11. To coordinate an evaluating system with the places of business, that be used for quarterly evaluations.

12. To coordinate a culminating activity, each year, that honors the businesses that participate in the work experience program.

Responsibilities of employers participating in the Work Experience Program are:

1. To regularly evaluate the student that is at their place of business.

2. To take time to work with the student.

3. To introduce the student to a variety of work situations within the business.

4. To work with the school to keep and improve school / business relations.

5. To make the school aware of changing methods of doing things so the school might implement them.

Absence and Tardy Policy for the Work Experience Program:

Industries and businesses are attempting to stress the importance of being at work each day plus being on time. Many of them have or would like a two percent absenteeism rate, this being equal to approximately four absences and / or tardies during our 180 day school year. (There is a bit of flexibility to this rule in that a doctor's excuse and / or emergencies are acceptable reasons for being late or not at work or school. The business may excuse students for school activities such as homecoming etc.)

If a student is not going to be at work, he / she should call the place of work as soon as he / she knows they will not be at work.

Upon the fourth faulty absence or tardy, a letter will be sent home warning the work experience student that this absence / tardy record is starting to get out of hand.

Upon receiving five absences / tardies you would get a second warning letter and be told you have one more chance.

Upon receiving the sixth absence / tardy you would now be dismissed or "fired" from your work experience. Whether you, then, would receive credit for your work experience would be determined by the high school principal with in-put from your sponsor.

General Outline for classroom instruction part of Work Experience Program:

September	Basic rules of work experience and the job
October	Why work? On the job communication The paycheck
November	Is this job for me?
December	"Catch - up!" Special problems - question and answer Christmas party? Drugs and alcohol on and off the job
January	College? Vo-Tech? Stay on the job?
February	Resumes Applications Interviews
March	Taxes Banking Labor unions
April	Failure to get work Getting and keeping a job. Fringe benefits
May	Honor employers and analyze the year. Public Relations

Specifics for classroom teaching part of Work Experience Program:

September — Basic rules of work experience and the job

1. Explain the absence and tardy policy and the whys of it.

2. Explain the evaluation policy to be used. Each quarter the student will be evaluated by the employer, teacher and himself/herself. (At present a ✓(check) system will be used. An example is enclosed.)

3. A notebook will be kept by the student. Included in it will be information from weekly lessons, other pertinent material from the job plus at least one new thing learned from the job each week.

4. Be familiar with the work manual that goes with the place of employment. If there isn't a manual, please, ask to have the rules stated and write them in the notebook.

5. Be aware of the many rules of a business that are assumed and not written down.

6. Know the school rules as pertain to the work experience program.

7. Sign the contract for the work experience program, acknowleging the fact that the rules and responsibilities of the job are known.

Suggestions for supplemental material -

Speaker? Panel on work rules? What constitutes a good worker, etc.?

October Why work?
On the job communication
The paycheck

1. Communication on the job through role playing
   Absences and tardies
   Dealing with the boss
   Dealing with a fellow worker
   Dealing with the school and school personnel

2. Reasons people work - money plus other reasons

3. Managing time on the job
   Working at a proper speed
   Following "break time" allowances
   Allowing enough time to get to and from the job

4. Paycheck / reward system of work
   Managing a paycheck
   W2 and withholdings
   Social Security

Suggestions for supplemental material -

Film "What happened to my paycheck?"
Financial advisor to speak on managing money and / or person to speak on communication skills on the job.

November Is this job for me?

1. 90 day probation

2. Would they keep you?
   Do you like the job?
   Are you suited for the job?

3. This job after high school?

4. Know your strengths and weaknesses

Suggestions for supplemental material -

Interest, aptitude and skill tests will be given and analyzed.

December "Catch - up!"
Special problems - question and answer
Christmas party?
Drugs and alcohol on and off the job

1. Question and answer day with special on the job problems brought up and talked about.

2. The possibility of a Christmas party? Class disscussion on Christmas parties in general.

3. Bonuses and overtime on the job

4. Drugs and alcohol on and off the job

January College? Vo-Tech? Stay on the job?

1. Should I stay at this job for 50 years?
2. Should I look for another job? (Ways to do that.)
3. Should I enroll in technical school or college? Exploration of this.
4. Student public relations to juniors scheduling for senior classes.

Suggestions for supplemental materials -

Possibly speakers from Vo-Tech and / or College Manpower or other temporary placment service personnel from local industry

February Resumes
Applications
Interviews

1. Explore the process of interviewing
   Mock interviews

2. Resume writing

3. Dressing for the job interview
   Job etiquette

4. Self-confidence and self-esteem

* Each student will complete a resume that can be used for a full or part-time job after graduation.

Suggestions for supplemental materials -

Video tape or use personnel from business or industry doing interviews.
Use Job service, DVR and other organizations that are similar.

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March — Taxes
Banking
Labor unions

1. Labor unions...pro and con
2. Banking? Checking? Budgeting? How to use money
3. Taxes? How to do the easy federal and state tax forms.

Suggestions for supplemental materials -

Speakers from: Labor union, bank and IRS or H&R Block

April Failure with work
Fringe benefits

1. What is owed a job?
2. Why work?
3. What does a job give you?
4. How could I work better?
5. Fringe benefits
   What are they?
   The importance of fringe benefits

Suggestions for supplemental material -

Personnel or Human resources person from industry

May Honor employers and analyze the year.
Public Relations

1. Banquet to honor the employers and advertise the program.
2. "What the year gave me?"
3. Thank you letters to business.
4. Review "diary" of the year.
5. Honor graduating seniors from the program.
6. Formulate plans for next year's work experience students

STUDENT NAME:_____ DATE:_____

SUPERVISOR:_____ WORK SITE:_____

ACCURACY OF WORK
___1. Makes many errors
___2. Is careless
___3. Usually accurate
___4. Is careful
___5. Consistently accurate

CARE OF WORKING AREA
___1. Very untidy
___2. Careless
___3. Keeps area clean
___4. Keeps area clean and orderly
___5. Exceptionally clean and orderly

USE OF MATERIALS/EQUIPMENT
___1. Rough
___2. Careless
___3. Adequate
___4. Careful
___5. Very careful

SPEED IN PERFORMING DUTIES
___1. Very slow
___2. Slow
___3. Adequate
___4. Fast
___5. Exceptionally fast

USE OF WORKING TIME
___1. Very wasteful
___2. Wastes time
___3. Fair use of time
___4. Keeps busy
___5. Busy and effective

ATTITUDE TOWARDS SUPERIORS
___1. Disrespectful
___2. Poor cooperation
___3. Cooperates when asked
___4. Cooperates willingly
___5. Very respectful, helpful

RESPONSIBILITY
___1. Irresponsible
___2. Evades responsibility
___3. Accepts responsibility
___4. Seeks responsibility
___5. Seeks and handles well

INITIATIVE
___1. Doesn't exhibit any
___2. Very little
___3. Average
___4. Needs little direction
___5. Self-Motivated

ATTENDANCE
___1. Frequently absent or late
___2. Absent or late often
___3. Absent or late occasionally
___4. Seldom absent or late
___5. Never absent or late

ATTITUDE TOWARD CO-WORKERS
___1. Does not get along
___2. Poor interaction
___3. Gets along satisfactorily
___4. Works well with others
___5. Excellent relationship

JOB LEARNING AND APPLICATION
___1. Little or no learning
___2. Learns with difficulty
___3. Adequate
___4. Learns with ease
___5. Exceptional ability

PERSONAL APPEARANCE
___1. Slovenly
___2. Untidy
___3. Tidy
___4. Neat, in good taste
___5. Exceptionally pleasing

PLEASE LIST JOBS DONE BY THE CLIENT:

COMMENTS:

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Please return by:

_____, 19__

Dear _____,

This is to certify, by mail that you have had four absences or tardies from your work experience position.

IF you were working at a business like Mayville Metal this would be your warning letter.

Please do something about this unacceptable attendance and / or tardy record before it causes further difficulty.

Sincerely,

_____, 19__

Dear _____.

This is to certify, by mail, that you have had five absences or tardies from your work experience position.

IF you were working at a business like Mayville Metal, this would be your second warning letter.

You would have one more chance to correct this unacceptable attendance and tardy record before you would be fired.

Sincerely,

_____, 19__

Dear _____.

This is to certify, by mail, that you have had six absences or tardies from your work experience position.

IF you were working at a business like Mayville Metal, you would now be dismissed and fired from the job. You would not be able to collect unemployment so you would have a money problem.

Do not wait until you are out of high school to correct your tardy and attendance problems. Miracles do not happen. I can only lower your grade BUT industry can hurt your pocketbook and job record.

Sincerely,

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